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AUTHOR Zadra, Phyllis
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ABSTRACT

Described in this report are the types of child care programs (day care, Headstart, child-sitting, or drop-in centers) presently in operation within the City University of New York. Descriptions, based on data collected during the fall of 1982 from the university's nine colleges, emphasize support structures and obstacles encountered in starting, running, and humanizing each program. Highlights about child care needs and information identified include: (1) facilities at all campuses are limited to 50 children per semester; (2) child care programs generally are supported by donations, student activity fees and various fund-raising efforts--creating fiscal uncertainty; (3) child care facilities in or near the college campuses are insufficient, with long waiting lists; (4) more than 20% of the student population are parents, with higher percentages among minority females; (5) child care facilities significantly influence student/parents' ability to remain in school; and (6) potential University applicants have indicated that child care is important to them. Some suggestions for maintaining and expanding the child care programs within the university are outlined in the concluding chapter of the report. A list of colleges and their programs is appended along with the results of the Office of Admission Services survey on child care needs, conducted during November, 1982. (MP)

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The City University of New York

Report on Child Care

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Phyllis Zadra, Ed.D

Fall 1982

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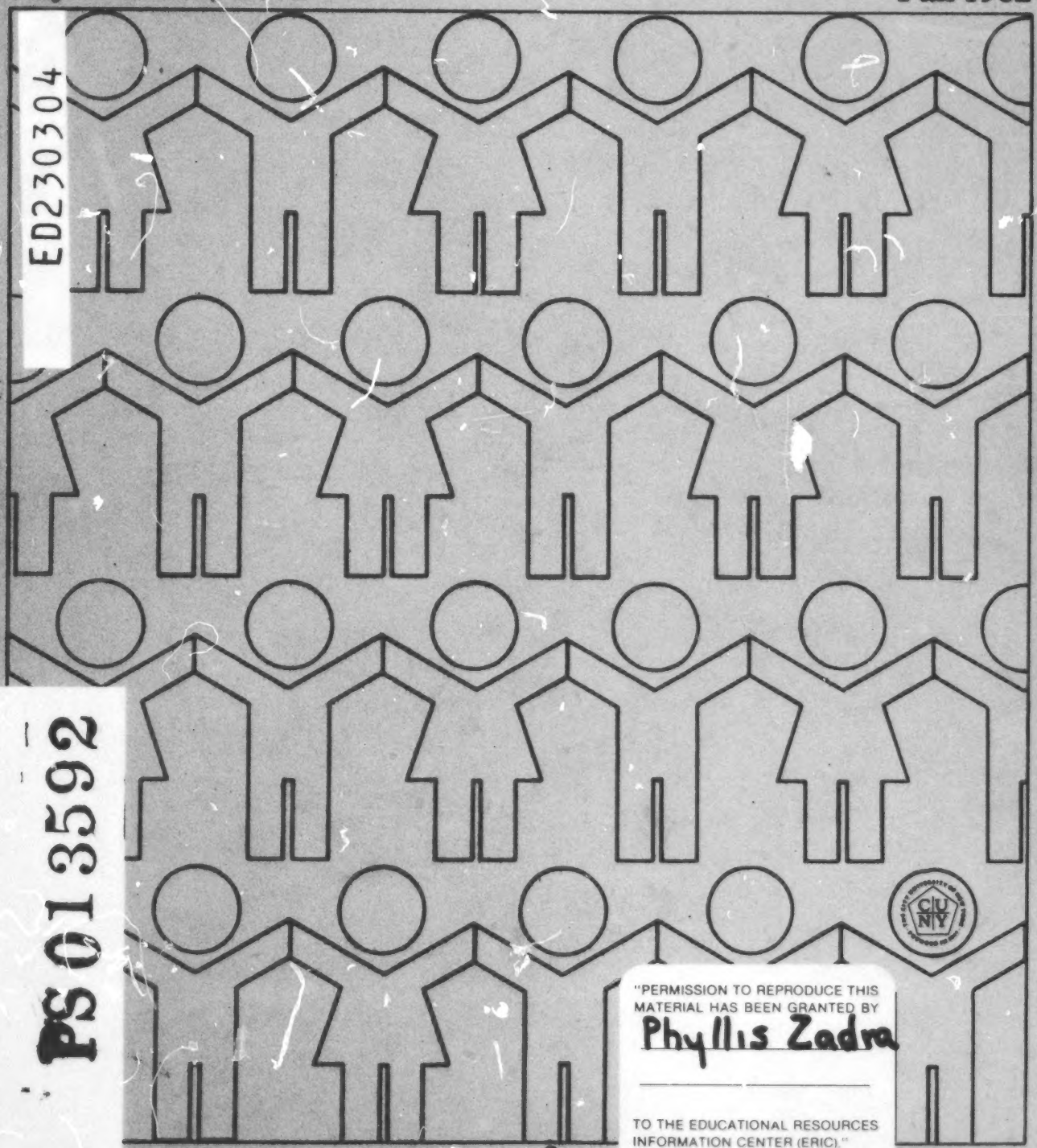

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The City University of New York
535 East Eightieth Street
New York, New York 10021

The Chancellor

January 31, 1983

Dear Colleague:

At The City University of New York, older students with pre-school children have become commonplace. We believe it is our responsibility to develop support programs which enable students to progress in their academic careers. For many, child care is the key to remaining in college.

As you will note in "The City University of New York Report on Child Care," modest programs are available at nine colleges. The needs are much greater than our present facilities can provide. Therefore, in October 1982, when the Board of Trustees presented the 1983-84 Budget Request to the Governor and the Mayor, the following statement was included:

> Twenty percent of City University students are parents. Many of them work while attending school. For these parents, especially women, day care is essential even for part-time attendance. Day care is now provided on a limited basis out of grants, student activity fees and fees paid by parents.
>
> The University, therefore, intends to seek separate legislation during the next session which would provide resources for the establishment of day care facilities at each college.

This report on child care, prepared by Dr. Phyllis Zadra, provides current information that will help us to articulate the needs of our students. I welcome your comments and suggestions.

Sincerely,

Joseph S. Murphy

Highlights

The data for The City University Child Care Report were gathered during the Fall 1982 Semester and all of the information about the individual child care programs was provided by the appropriate college offices.

Highlights about child care needs and information from the ten child care programs offered at the City University College campuses follow:

1. Facilities at all campuses are limited to a maximum of 50 children per semester. Important services are therefore provided to a small portion of eligible and interested students.

2. Child care programs operate on the periphery of college student services and are usually supported by donations, student activities fees, raffles, and even cake sales. Fiscal uncertainty continues to inhibit program planning beyond a semester or a year in all cases.

3. There are insufficient child care places presently available within or near the college campuses. The City University Child Care Report indicates present waiting lists as high as 160 for campus child care programs.

4. More than 20% of all City University students are parents. Among minority women attending the University, the percentages are even higher. It is reported that 37% of Black women and 30% of Hispanic women in the University head households with resident children.

5. The colleges have confirmed that child care centers play a significant role in allowing student/parents to remain in college and attend on a more regular basis.

6. Potential applicants to the University (1982) have indicated that child care services are of importance to them. In a survey at the Office for Admission Services, 25% of the respondents stated that a child care facility would enable them to attend college.

7. In order to provide educational access for women and minorities, the establishment of college child care centers is essential. California has pioneered the legislation for such a system and similar arrangements should be made in New York.

The City University

Child Care Report

Introduction

In the 1983-84 Budget Request of The City University, the Board of Trustees and Chancellor Joseph S. Murphy included a proposal to seek legislation which would provide day-care facilities at each college. As a preliminary step in addressing this issue, a questionnaire was designed and representatives at each of the 18 colleges were interviewed (by telephone) about past, present and future child care programs, student needs and other campus factors affecting child care facilities. In addition, a survey of child care needs of prospective students was compiled at the Office for Admission Services during November 1982.

The following report describes the types of child care programs presently in operation within the University and emphasizes support structures and obstacles encountered in starting, running and financing such programs. Some suggestions for maintaining and expanding programs within the University can be found in the concluding section of this report. For purposes of this survey child care is defined as any day-care, Headstart, child-sitting or drop-in center. The results of the OAS survey can be found in Appendix B.

Results

As of December 1982, ten child care programs were in operation at nine colleges in The City University of New York.[1] Two additional colleges have programs in planning stages which are anticipated to open in February 1983 and September 1983 respectively. Among the seven colleges without plans or programs for child care facilities, three had operated centers during the 1970's and four colleges[2] have had little direct experience with child care programs. (A list of the colleges and their programs can be found in Appendix A).

Seven of the child care programs serve a nursery school population, children aged two years nine months to five or six years.[3] One center is geared to children over five years, one to children six and older and one to children three through twelve years. (See Table 1 for a more complete list of services offered by each child care facility).

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1. Bronx Community College offered two separate programs.

2. Lehman College has aided outside community groups in establishing day care centers.

3. Two years 9 months is the lower age limit designated by the New York City Board of Health Code to determine requirements for certain facilities, such as space, rest areas, and personnel. Children below that age require more space and more personnel.

Two of the facilities (Bronx Community College's Drop-In Center and Hostos Community College's Emergency Drop-In Center) have been designed to allow parents to utilize the program on an irregular or emergency basis. LaGuardia Community College's Nursery Program usually pre-registers its students but occasionally allows students to "drop-in" if there is available space. All the other centers provide child care services only to the children who have been pre-registered and assigned to attend specific days and/or hours.

Although all of the Centers (with the exception of Hostos) have sequenced educational programs, Brooklyn College's Carleton E. Washburn Early Childhood Center is significantly different than the other facilities within the University. Specifically, the Brooklyn Center is a laboratory nursery school under the direction of the Brooklyn College Department of Education. In many ways it closely resembles a private nursery school recruiting its students predominantly from the nearby Brooklyn community, and enrolling them on a yearly basis (either half or full day). The Brooklyn Center charges fees of $1,075 per annum for half day and $1,575 for full day. It also interviews parents and prospective students the previous Spring for Fall enrollment. The Center has remained an integral part of the college by providing teaching and learning experiences for Brooklyn College students -- as was its original intent. From 1953 until 1976 the laboratory school was funded by New York State Teacher Education

Programs and there was no tuition charge for participating youngsters. Since 1976 charges have been introduced to pay for many of the programs expenses, however, the program still functions as Brooklyn College's laboratory school.

Time Limitations:

Some of the centers limit the number of hours which children may attend their programs. Table 1 indicates minimum and maximum hours as reported. If there are no stated limitations children can remain at the center from opening to closing.

Applications for Child Care Programs:

All of the programs require submission of a formal application prior to admission to the center. Stated requirements include that participants present medical and immunization information (all centers), be toilet trained (six programs), have parents who are students (seven programs), and have parents on campus while children are in the center (two programs). A number of the centers reportedly accommodate children with disabilities if their facilities can meet the educational needs of the child. As stated previously, Brooklyn College has an interview with the child the Spring prior to beginning the program.

Eligibility for Child Care Programs:

Seven programs accept children of full and part-time students, with two programs limiting participation to children of full-time students only. Brooklyn College, as previously reported, opens its center to any community resident who pays and student status does not enter into eligibility. Three of the centers allow staff and faculty participation and only two centers, in addition to Brooklyn, allow children of community residents to participate.

Location:

All but two of the centers are located on the main college campus. Off-campus facilities are used by both Bronx Community College programs, housed in buildings owned by the college. They are located one and four blocks from the campus.

Fees:

The fee structure for parents of youngsters enrolled at the colleges' child care facilities are very different. Two of the programs do not charge parents any fee. These programs are provided as services for students of the colleges and are supported by donations, student activities monies and grants. Parents of youngsters in these programs are expected to volunteer their time in exchange for the service. In some cases the

parents function as assistants to the teachers, they may provide snacks to the children, and/or be required to fundraise for the center.

Fees at the remaining eight colleges show wide variability with some being calculated on an hourly, weekly, quarterly, semester or annual basis. Two of the colleges (Bronx Community and New York City Technical College) have fees which consider parental income; the six remaining programs offer a single fee for all participants. All of the colleges have made a sincere effort to maintain charges at a rate which is reasonable and fair for their population. (Table 2 indicates fees at each of the programs).

Payment of fees for the programs again varies by college. Campuses reported weekly, monthly, quarterly, semester and annual payment schedules. Most of the campuses make efforts to accommodate individuals who have difficulty with pre-set payment schedules.

Funding:

Nine of the centers use some student activity money and eight collect parent fees. Six centers are receiving grants from outside sources including the Department of Agriculture, Headstart, and the Schiff Fund. In addition, three programs actively fundraise to attain a portion of their budget.

Since the major expenses of running the child care centers are the costs of the physical plant, and the salaries of the professional and para-professional staff, two of the centers (Kingsborough Community College and the College of Staten Island) have lowered their costs by requiring parents to participate as teacher assistants and classroom aides. This "co-op" situation has worked very well in those colleges and has lessened the financial burden to the colleges and the parents.

Budgets:

The budgets for the nine centers operating in 1981-1982 (Medgar Evers Community College was not in operation during that period) ranged between $17,000 - $111,000. Colleges indicated that their programs operated from 30 to 48 weeks during 1981-1982. All stated that they followed the official calendar for the year with the exception that four programs were not operative during the summer.

College Contributions:

All of the colleges contributed significantly to the operation of the child care centers by providing space and utilities free of charge to the programs. Telephones were contributed to nine programs, work study students and maintenance service to seven, and supplies and materials to six. Other services provided by some colleges included insurance (one), grandmother volunteers

(one), teacher (one), teacher assistant (one), and half-time director (one).

Financial Status:

Six of the nine programs operating during 1981-82 were able to meet their expenses. The College Association at one college with a budget deficit, made up the difference. The other two programs appear to be running at a deficit.

Number of Children Served:

In the 1982 Spring semester, the number of students served by each program ranged from 26-50 youngsters, with three out of the nine colleges providing child care for 50 children. (See Table 2.)

Hours of the Programs:

As with many of the other aspects of these programs, the hours of operation varied considerably. The majority of the centers operated between 750 hours to 900 hours for the semester. One college, using a quarterly schedule, calculated its total number of child care hours as 495 per quarter. The Bronx Community College Drop-In Center which serves only school-age children, operated 390 hours for the Spring 1982 semester; it operated only during the afternoon and evening hours. (See Table 2 for daily hours of each center.)

Student Needs for Child Care:

Of the nine facilities operating in Spring 1982, six reported a demand for space greater than their facility could supply. The estimates of individuals interested in participating in their programs ranged from 50 to 200. Some of the child care programs maintain waiting lists for available space; the lists ran as high as 130 students.

Since students have been the most vocal of all groups in requesting child care facilities, most of the colleges have determined that the limited space should be allotted to them. Further, because it has not been feasible to develop larger facilities on campuses, there is a concern about raising the expectations of other groups with regard to child care programs.

Student Recruitment and Retention:

At most of the colleges the existence of the child care center is known primarily through "word of mouth." This low profile is deliberate; administrators feel that their facilities are not large enough to accommodate all of the students who might wish to use their relatively inexpensive and convenient programs. As a result the child care programs have not had any noticeable effect on recruitment to CUNY.

Most of the administrators surveyed reported that their child care programs have had positive effects on student retention at their colleges. Students with child care needs that interfere with class attendance and/or studying have been partially relieved of the strain of being a student-parent. In addition child care programs have allowed some part-time students to attend on a more regular basis, thus decreasing the time needed to obtain a degree.

Obstacles:

Chief among the obstacles which prevent development of child care programs are space and money. The space situation at some of the campuses appears to create an even more insurmountable barrier than scarce monetary resources. A number of the colleges occupy campuses which have severe space limitations; they do not have sufficient area to house all classes, laboratories and other services on their campuses. The added expense of renting or buying space specifically for a child care program has led a few administrators to question the feasibility of such a project. Campuses, particularly those located in mid-town Manhattan are reluctant to consider the child care needs of their students because of space limitations.

Types of space, or the physical lay-out of the child care facility is another area that must also be noted. In order to obtain New York City licensing for a "day-care center",

facilities must meet the specifications of the Board of Health Code. These requirements are numerous and serve the best interest of children enrolled in a center, however adherence to these regulations almost always requires that major renovations of the facilities be undertaken. In short, the premises must provide a certain amount of footage for each child, with specified windows, doorways, toilets and kitchen facilities. Locating the appropriate space and the money for renovation has been a major obstacle confronting colleges interested in embarking upon child care projects.

Money has been the most recurring obstacle to programs in terms of start-up funds and continued operation. Campuses have found it necessary to have substantial start-up funds available prior to commencing any project, since the child care personnel are not supported by college funding. Funds must be available to pay the salaries of the director, teachers, purchase materials and in some cases, pay for the renovation of facilities. Acquiring amounts between $10,000 - $40,000 has been accomplished in different ways. Some colleges have obtained grants from governmental agencies, private foundations, college alumni organizations, etc. Others have resolved to collect specified amounts of student activities funds for child care and have amassed this money to provide the needed start-up funds.

A second money related issue is the problem related to living within the child care center's budget. Those centers which

function with parent fees generating the bulk of their revenues are particularly vulnerable. They find themselves hard-pressed to keep fees at a reasonable level while paying staff appropriately. All of the centers have licensed teachers directing and teaching in their programs and presently none are able to compete with salary scales for New York City public school teachers. At some point the differential in pay may become so great that the centers will have difficulty attracting and retaining qualified professionals to these positions.

It should be noted that government funding for child care programs has been extremely unstable during the last few years. Established centers can no longer expect or depend upon funds which they had received previously, therefore programs are increasingly forced to look for new monies to maintain current services. Lack of regular resources has caused cutbacks on a few programs and stymied growth and innovation for all the centers in the University.

Support Structures:

There are various support structures throughout the campuses which have aided the establishment of the child care centers. At most of the colleges student efforts have enabled the centers to become realities. Students have lobbied for the centers through the Dean of Students Office and the Student Governments and, indeed, the latter have allocated funds to support these

projects. Departments of education at the colleges have donated their expertise and often used their students as interns or trainees in the programs. At some colleges the child care center has become a vital part of the total college program using the cooperative efforts of a number of departments.

As stated previously, a few of the programs have been supported by alumni grants or other external monies. Additionally, college personnel have been helped and guided by the New York City Department of Health in fulfilling necessary requirements for licensing.

Conclusions:

There are known child care needs among our college students, and estimated needs among our staff and faculty. The central question which must be addressed is how to provide sufficient funds to maintain existing programs and develop resources to initiate new programs where appropriate.

1. Child care programs, as all other facilities on the campus, must reflect the mission of the college and the needs of the students. Preliminary discussions at the colleges about child care programs should be as wide-reaching as possible including representatives from the faculty, staff administration, student body, community child care facilities and community residents.

2. Student needs and college needs should be considered when designing the format for the child care programs. There are many very successful programs presently in operation and no one single format is necessarily superior to another.

3. There is substantial student interest on many of the college campuses for child care, however, it appears that needs at the campuses are not uniform. Some colleges may not have sufficient demand to support this particular service. In order to ascertain actual need a survey of the student body at registration is recommended.

4. The results of the OAS survey indicate that approximately 25% of students, inquiring about the University via OAS, need and use some type of child care facility. (See Appendix B) It appears that this service could help recruit older, non-traditional students (particularly women) into the University.

5. There appears to be a general consensus among the colleges presently operating child care centers that the service contributes to the retention of students enabling them to carry more courses per semester. Often, students can attend on half or full-time, thereby qualifying for financial aid.

6. Child care facilities at the college campuses do not appear to be in competition with neighboring centers. There are few facilities very convenient to most of the colleges and those in close proximity appear to be fully enrolled with waiting lists.

7. Of primary concern to the colleges is funding for child care centers. Since most rely on student activities and other non-tax levy money, the programs are considered tangential to the student services functions of the colleges. New York State no longer provides funding for "teacher training centers" or "laboratory schools" which had been supported in past decades. Our colleges have been forced to create make-shift arrangements for funding these services. The nature of these arrangements results in financial insecurity for many centers.

8. Since these centers contribute to the student service and educational programs of the colleges, financing through tax levy funds should be explored. A program which allows funding on a matching basis to those colleges which offer child center services may be a possible route to consider. (A matching schedule acknowledges that students/ parents are paying for and benefiting from this service, while indicating that the centers do provide educational opportunities which are enjoyed by a larger part of the community than just the youngsters and their parents.)

9. One of the issues that has not been discussed previously is the need for infant care centers, programs serving children from 6 months through 2 years 8 months. One half of all those who responded to the OAS survey indicated a need for this type of service. At this time none of the campuses offers infant care since it is governed by more stringent health code regulations than day-care centers.

APPENDIX A

CHILD CARE PROGRAMS AT CUNY

PROGRAMS IN OPERATION AS OF DECEMBER 1982

Bronx Community College	- Bronx Community College Child Development Center
Bronx Community College	- Drop-In Center
Brooklyn College	- Carleton E. Washburn Early Childhood Center
City College	- Child Development Center
Hostos Community College	- Emergency Drop-In Center
Kingsborough Community College	- Childs Place Child Care Center
LaGuardia Community College	- LaGuardia Nursery Program
Medgar Evers College	- Ella Baker-Charles Romain Drop-In Center
New York City Technical College	- Our Children's Center
College of Staten Island	- Sunnyside Student Day Care Center

PROGRAMS TO BE OPENED IN 1983

Borough of Manhattan Community College	- Child Care Center (September 1983)
Hunter College	- (February 1983)

PROGRAMS NO LONGER OPERATING

Graduate Center	- (discontinued in 1978)
John Jay College	- (discontinued in 1974)
Queens College	- (discontinued in 1976)

Baruch, Lehman, Queensborough Community College and York College have not sponsored child care programs and did not report specific plans to sponsor such programs in the near future.

APPENDIX B

The following are the results of the Office of Admission Services survey on child care needs conducted during November 1982. One hundred and ninety-two individuals who walked into the O.A.S. were questioned.

Of those 192

	5	men had dependent children living with them
	46	women had dependent children living with them
TOTAL	51	individuals with dependent children

28 of those 51 need or use child care facilities presently.

47 of the 51 responded affirmatively to "would a child care program on the college campus enable you to attend college?"

25 of the 51 indicated need for a day care center (children aged 3 - 6)

24 of the 51 indicated need for an infant center (6 mos. to 3 yrs.)

19 of the 51 indicated need for a drop-in center (6 years and older).

Table 1

Services Available at Child Care Facilities Within the University

Services	Colleges									
	BCC Child Development Center	B.C.C. Drop-In	Brooklyn	City	Hostos	Kingsborough	LaGuardia	Medgar Evers	NYCTC	College of Staten Island
Indoor Recreation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Outdoor Recreation	Yes	Yes	Yes	Yes	No	Yes	Yes	only walks	Yes	Yes
Hot Meals	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes	Yes
Snacks	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes
Cold Meals	Yes	Yes	Yes	No	No	No	Yes	Yes	No	Yes
Minimum hrs of Participation	No	No	2:45/day 5 da/wk	No	No	No	2 hr/da	No	No	6 hrs/wk
Maximum hrs of Participation	7 hr/da 35 hr/wk	No	5:45/hr/da 5 da/wk	9hrs+ 15 min (hrs of operation	No Emer-gency use only	4 hr/da 20 hr/wk	No	8 hr/da	10 hrs (hrs of operation)	10 hrs (hrs of operation)

Table 2

Fees, Hours of Operation, Number of Students Served and Individuals Eligible for Child Care Programs Within the University

	Colleges									
	BCC Child Development Center	BCC Drop-In	Brooklyn	City	Hostos	Kingsborough	LaGuardia	Medgar Evers	NYCTC	CSI
Fees	Sliding scale $15-60/week	$8/mo	$1,075/yr (½ day) $1,575/yr (full day)	$25/wk	No fee to parents	$25/semester	$3/da/2hrs or less $4/day more than 2 hrs	No fees to parents	Sliding scale $35-40/ week	$310/sem.
Hours of Operation	7:15am-545 pm (M-F)	2 pm-8:30 pm (M-Th)	9 am -11:45 ½ day 9 am-2:45	7:45 am 5:00 pm (M-F)	M,T,Thur 9 am-8 pm W & F 9 am-5:30 pm	8:00 am-5:00 pm (M-F)	8:00 am-5:00 pm (M-F)	8:15 am-9:00 pm (M-F) 8:30 am-4 pm Sat	8:00 am-6:00 pm (M-F)	8:00 am-6:00 pm (M-F)
Number of Students served	37/wk	35/wk	26/sem	50/sem	100/sem	50/sem	50/quar	NA	40/sem	40/sem
Eligible Individuals	Full-time students; Part-time students	Full-time students; Part-time students	Community residents; including students, staff, faculty	Full-time students; Part-time students; Community residents; staff; faculty	Full-time students Part-time students	Full-time students	Full-time students; Part-time students	Full-time students; Part-time students; (perhaps other groups, later)	Full-time students; Part-time students; staff, faculty	Full-time students; half-time students